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ABSTRACT

This manual presents information and instructions for principals and test coordinators in administering the 1998-99 version of the writing session of the Maine Educational Assessment (MEA). Sections of the manual present a checklist for principals/test coordinators; changes and reminders to the MEA for 1998-99; instructions for test coordinators (scheduling, test modifications/exclusions, coding for modifications/exclusions, and makeup testing); handling test materials (inventory of materials, distributing materials, collecting materials, and returning materials); and specific assessment modification codes. (RS)

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ED 460 381

Instruction Manual for Principals/Test Coordinators of English Language Arts—Writing Session. Elementary, Intermediate, Secondary, 1998-99

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CS 216 743

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MAINE EDUCATIONAL ASSESSMENT

Elementary
Intermediate
Secondary
1998–99

Instruction Manual for Principals/Test Coordinators of English Language Arts–Writing Session

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The success of the 1998-99 Maine Educational Assessment depends upon your assistance. If you have any comments or suggestions regarding the program, contact Dr. Horace Maxcy, MEA Coordinator, at the Department of Education, State House Station #23, Augusta, Maine 04333, or telephone him at 207-287-5996, or send e-mail to brud.maxcy@state.me.us.

If you have questions about materials or procedures for administering the test, contact Advanced Systems in Measurement and Evaluation, Inc. (Advanced Systems), 1-800-431-8901.

The Maine Department of Education and Advanced Systems thank you for your valuable assistance in administering the MEA test.

IMPORTANT DATES

November 2 to November 6, 1998	Test administration
November 9, 1998	Test materials must be returned to Advanced Systems.

MAINE DEPARTMENT OF EDUCATION

TEST SECURITY

All test materials and student responses in the Maine Educational Assessment are copyrighted, secure material and may not be duplicated in any way or retained in the school after MEA testing is completed.

CHECKLIST FOR PRINCIPALS/TEST COORDINATORS

Before testing

- ___ Notify students and parents about testing.
- ___ Read instruction manuals for principals/test coordinators and for test administrators.
- ___ Verify that schools have scheduled time to complete the teacher questionnaire.
- ___ Contact Advanced Systems (800-431-8901) at least two weeks before testing to order additional large-print tests not already ordered on the enrollment verification form. (Braille tests are available only to those schools that ordered them in the fall of 1998.)
- ___ Receive and inventory test materials.
- ___ Meet with test administrators to schedule the test and answer their questions about testing.
- ___ Notify staff that test materials are secure, copyrighted material and may not be duplicated in any way.
- ___ Distribute manuals and test materials to test administrators.
- ___ Supply test administrators with #2 pencils and dictionaries, if needed.
- ___ Coordinate the handling of test modifications and exclusions according to guidelines in this manual.
- ___ Secure information from school records on students in special programs, English language fluency, and handicapping conditions/possible test modifications, and assure this information is coded on students' test materials.
- ___ Determine whether your results should be reported by individual teacher/class or be one complete alphabetical listing of all students.
- ___ If requesting individual teacher/class reports, notify test administrators and provide instructions for completing the Class Identification Sheet.
- Call Advanced Systems with questions about materials, test scheduling, or other problems.

During testing

- ___ Be available to answer questions as necessary.
- ___ Be sure that students have comfortable and adequate work space.
- ___ Be sure security of test materials is maintained.
- ___ Arrange makeup testing for students who miss all or parts of the test.
- ___ Collect composition booklets, verify student name and birth date grids are completed on each composition booklet, and mail completed student writing samples, with the *Principal Certification* form (yellow), after Session 2 is administered.

After testing

- ___ Collect all test materials from test administrators.
- ___ Collect teacher questionnaire.
- ___ Verify that pages 1 and 2 of Composition Booklet 1 and page 1 of Composition Booklet 2 are completed for each fourth-grade, eighth-grade and/or eleventh-grade student in your school.
- ___ Check student name and birth date grids and student information section of each student's Composition Booklet 1.
- ___ Verify that student composition booklets are correctly marked and in good condition.
- ___ Complete the "Program Participation Information" on page 1 of each student's composition booklet.
- ___ Verify that Class Identification Sheets are correctly marked as needed.
- ___ Complete the *Principal's Certification of Proper Test Administration* **and attach a copy of your fourth-grade, eighth-grade and/or eleventh grade class enrollment list.**
- ___ Inventory and then pack all composition booklets and matrix writing prompts.
- ___ Place the composition booklet envelopes, the teacher questionnaires, principal certification form, and enrollment list in the original carton, seal the carton and prepare it for return.
- ___ Ship the carton by Monday, November 9, 1998.

MEA 1998–99 CHANGES AND REMINDERS

- The writing test is the only test being administered in the fall at grades 4, 8, and 11. Reading, mathematics, science/technology, social studies, the visual and performing arts, and health will be administered in the spring for grades 4, 8, and 11.
- Two writing tests will be administered–one common prompt and one matrix-sampled prompt. The prompts will spread across four modes of writing, narrative, expository, descriptive, and persuasive. Note: the persuasive mode will not be measured at grade 4.
- The composition booklet document contains two parts–Composition Booklet 1 and Composition Booklet 2. Composition booklet 2 has a sealed envelope containing the matrix-sampled prompt inserted into it.

INSTRUCTIONS FOR TEST COORDINATORS

Scheduling the Tests

Writing testing for grades 4, 8, and 11 must be completed between November 2 – 6, 1998. All make-up testing must be completed in this week also. **Students absent during any testing session(s) must make up the portion(s) of the test they missed.** You also need to schedule testing for any students who require testing modifications.

Total testing time for writing—part 1 of the ELA test—is approximately two hours, made up of two separate testing sessions. Except for makeup sessions or sessions for students requiring test modifications, the test sessions must follow the order listed below. The test coordinator in your school will arrange a testing schedule with you.
Times indicated for the different testing sessions are estimates of times needed by average students.

Time Estimates for Each Session

Session 1A: Identification Information	10 minutes
Session 1B: Writing Prompt A	45 minutes
Session 2: Writing Prompt B	45 minutes

Guidelines for Scheduling

While scheduling the tests is a local school responsibility, certain guidelines should be followed.

- The test is designed to be administered according to the guidelines provided for group testing sessions and must follow the order shown in the list of time estimates above. The sequence of testing sessions for students being tested individually or in very small groups (for makeup testing or to accommodate approved modifications) may vary from that order.
- In schools where more than one classroom of students is being tested, the test should not be administered in a large group setting such as a cafeteria or an auditorium.
- In schools where more than one classroom of students is being tested, all students should be taking the same test session simultaneously.
- At least a five-minute break between sessions should be provided.
- Tests should be administered under optimal conditions. (You should provide students with comfortable, quiet surroundings; they should have adequate writing space, and each student should have access to the resources allowed during testing—a dictionary during the writing test, for example.)

Sample Schedule

Scheduling the test over several days is advised. For example, a reasonable testing schedule for administering tests during the morning hours would be as follows:

First morning	Sessions 1A and 1B	55 minutes
Second morning	Session 2	45 minutes

Representatives from every school should have attended a training workshop or viewed a videotape of a training workshop for test coordinators and administrators. You should meet with your own test administrators, however, to discuss the testing schedule in your school and to clarify testing procedures.

Test Modifications/Exclusions

It is the intent of the MEA, as directed by the legislation, to test many students who may have been excluded from previous statewide testing. Exclusions should be minimal and well documented; exceptional students requiring certain testing modifications will be included in the program. *The Policies and Procedures for Modifications and Exclusions 1997–98* contains guidelines for testing special needs students and continues to be applicable for writing test administration in 1998-99. It was distributed to all superintendents, principals, and special education directors in the state in the 1997-78 school year. Local school personnel are responsible for identifying students with special testing needs through procedures consistent with the guidelines provided in *The Policies and Procedures for Modifications and Exclusions 1997–98*. The codes for modifications and exclusions may also be found on page 8 of this manual and on page 11 of the *Instruction Manual for Test Administrators*.

Modifications may be allowed in special cases for students who are **not** in special education programs. These modifications must also be documented on the front page of each applicable student's test booklet.

☞ **NOTE: The writing test may be read to applicable students**

Composition booklets are to be randomly distributed to students. The different forms are spiraled, or mixed, in the class packs before being shipped to schools. Pulling out identical forms to read to several special education students simultaneously is not permitted.

A modification allowing test administrators to record or transcribe a student's test answers **may not be used in the writing test**. If a student cannot write his or her own essay, he or she should be tested using modification C.7 (see page 8) or should be excluded from the test.

The *Policies and Procedures for Modifications and Exclusions 1997–98* recommends that LEAs contact Advanced Systems at least two weeks prior to testing if they require additional tests in large print that were not already requested on the enrollment verification form. Braille tests must be requested for all grades in the fall. A braille request form was included in the principal's fall informational mailing.

Coding for Test Modifications/Exclusions

Test administrators or other school staff must complete the "Student Program Participation Information" section of **every** student's test booklet regarding that student's participation in special programs, English language fluency, special education, and modifications and exclusions from testing.

Composition booklets must be returned for every student enrolled in grade 4, 8, and 11 in your school. If a student was excluded from the MEA writing test, the student name grid on page 2 and the oval labeled on page 1 of Composition Booklet 1 must be completed. The number of composition booklets returned for scoring must equal the total enrollment for each grade (4, 8, or 11) being tested at your school. The student name grids on page 2 of Composition Booklet and page 1 of Composition Booklet 2 must be completed.

The test coordinator must complete the section for exclusions and modifications on page 1, of Composition Booklet 1 for students who were excluded from all testing, from any portion of the test, or who took the test under modified conditions.

A complete enrollment list identifying each student in your fourth-, eighth-, and eleventh-grade class should be attached to the *Principal's Certification of Proper Test Administration*.

Program Participation Information

Program participation information and background information about each fourth-grade, eighth-grade, and/or eleventh-grade student is requested for Improving America's School Act (IASA) programs, which include the Title 1 programs, other state and federal programs, and special education programs.

The "Student Program Participation Information" box has been designed with only "yes" options; indicate each student's status by either filling in the circles or leaving them blank. A darkened circle is a "yes" response, and a blank circle corresponds to "no."

IASA Program Information

- Is the student served by ISAS compensatory services?

Other Program Information

Which category of English language fluency best describes the student? (Mark only one.)

A student is **monolingual English** if there is **no** evidence that a language other than English is used in the student's home environment. The Department of Education *Law* home language surveys were used to determine if students are bilingual or monolingual.

A student is **bilingual/English fluent** if there **is** evidence that a language other than English is used in the student's home environment **and** the student is proficient in **all** English communication skill areas of reading, writing, speaking, and listening commensurate with his or her monolingual English peers.

A student is **bilingual/limited-English proficient** if there is evidence that a language other than English is used in the student's home environment **and** the student has **limited English proficiency in one or more** of the English communication skill areas of reading, writing, speaking, or listening.

Guidelines for assessing limited English proficiency were published in the Commissioner's Administrative Letter #5 (August 19, 1996). If you or your school need more information about the results of the home language survey or the appropriate classification for a student, please contact Barney Berube at the Office of Bilingual Education, 287-5980.

Special Education

- Does the student have an identified disability as defined in Maine Special Education Regulations, Chapter 101, 3.2–3.14? (Mark if "yes.")
- If yes, continue by identifying the appropriate code for the disability.

1. Mental Retardation	8. Other Health Impairment
2. Hard of Hearing	9. Learning Disability
3. Deaf	10. Deaf/Blind
4. Speech & Language Impairment	11. Multi-Handicapped
5. Visual Impairment	12. Not Used
6. Behavioral Impairment	13. Autism
7. Orthopedic Impairment	14. Traumatic Brain Injury

- Does the student receive special education and related services in a composite or self-contained setting as defined in Maine Special Education Regulations, Title 101, 5.6–5.7? (Mark if "yes.")

Modifications and Exclusions

- Does the student require testing modifications? (If yes, continue to identify the appropriate code[s]. Codes are listed on page 8 of this manual, on page 11 of the *Instruction Manual for Test Administrators*, and on page 3 of the *Policies and Procedures for Modifications and Exclusions 1997–98*. If no, continue with the exclusions question.)

- Was the student excluded from the writing test? (Mark if "yes.")

If the student was excluded from a session of testing or from all sessions, please indicate the reason for the exclusion(s) by marking the appropriate identification. A student may be excluded for the following reasons:

- the student has an identified disability;
- a Title 1 decision was established for the student;
- the student was absent from testing; or
- some "other" reason, which requires authorization from the Department of Education. (Call Dr. Horace Maxcy at 207-287-5996 or Advanced Systems at 800-431-8901.)

Makeup Testing

Makeup sessions must be scheduled for students who were absent from original test sessions.

Persons administering makeup tests must verify that information has been encoded on each student composition booklet regarding program participation, English language fluency, handicapping conditions, and exclusions.

HANDLING TEST MATERIALS

Taking Inventory of Materials

Test materials will be shipped to your school via United Parcel Service (UPS); please alert your school staff to notify you when materials are received. **You may expect delivery by Wednesday, October 28; if you have not received your materials by Thursday, October 29, call Advanced Systems (1-800-431-8901) immediately so that the package may be traced and additional materials sent if necessary.**

Materials list: Please make an inventory of materials soon after they arrive. Use the *Materials Verification Form* to check off materials. They have been packaged in the following order:

Top of Carton

- *Materials Verification Form* (pink)
- Federal Express Airbill (affixed to a blue sheet of paper) for the return of all test materials (also specified in the "Returning Materials" section)
- envelopes for the separate composition booklets (also specified in the "Returning Materials" section)
- *Principal's Certification of Proper Test Administration* (purple)
- teacher questionnaires
- Class Identification Sheets
- an *Instruction Manual for Principals Test Coordinators*
- an *Instruction Manual for Test Administrators* (extra copies may be duplicated at your school if needed)
- class packs of student testing materials

Bottom of Carton

If you are missing materials or if you need additional materials, call Advanced Systems (1-800-431-8901) immediately.

How Materials are Organized

The number of testing sets in each class pack is indicated on the front of the class pack. The materials include a composition test document for each student in your fourth-, eighth-, and eleventh-grade classes. Each document contains two composition booklets—Composition Booklet 1 and Composition Booklet 2. Composition Booklet 2 contains a sealed envelope to secure writing Prompt B. Composition Booklet 2 with the sealed envelope will be separated from Composition Booklet 1 during Session 1. The quantities sent to you are based on information provided to Advanced Systems on the *School Enrollment Verification Form*. Sixteen different test forms are included in the class packs, intentionally packaged in a specific order. Please do not change the order of the forms.

As stated above, each composition document has two composition booklets with a sealed envelope inserted in it. **The form number of the composition document is identified in the second and third digits (shaded) of the serial number at the bottom of each composition booklet and must be the same for both composition booklets.**

Preserve Labels and Carton

Each carton and return envelope carries a pre-printed bar code label identifying materials for your school; the information on the label will expedite the tracking of returned materials, so please do not remove, destroy, or deface the label.

Distributing Materials and Meeting with Test Administrators

As test coordinator you should be familiar with the responsibilities of the test administrators. Please review the *Instruction Manual for Test Administrators* before meeting with test administrators or distributing materials.

Provide each test administrator with a manual and adequate numbers of class pack(s) of testing materials. (You may borrow from one class pack to add to another if necessary, provided the materials for an individual student are not separated.)

Request that each test administrator read the manual as soon as possible. Schedule a meeting of test administrators to review the procedures for handling the materials and conducting the testing.

Meeting with Administrators

At the meeting of test administrators, have available

- extra sharpened #2 pencils and blue- or black-inked pens to lend to students who do not bring their own to the testing sessions;
- extra dictionaries, poor spellers' dictionaries, and thesauruses (if these are not available in sufficient quantity in the classrooms) for use during the writing test;
- the information regarding special programs that test administrators or other school staff must encode on student test booklets when testing is completed. This includes information on
  - students in IASA programs
  - English language fluency
  - students having identified disabilities
  - students with identifiable disabilities programs.

Information to Emphasize

Since the MEA test is performance based and it is different from other tests that may be more familiar to students. It is appropriate to familiarize students with these aspects to prepare them for test sessions. Portions of the previous MEA test were sent to every district with their results. These may be useful in illustrating the nature of the writing test, which allows for pre-writing activities and drafting.

During testing, administrators should monitor student performance to see that students are following directions and taking the task seriously. Administrators may not comment on students' work, however, or help them in any way. During the writing session, administrators may read the writing prompt to students who request help but may not discuss the prompt or help them plan and generate text before or during the session.

Using current test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.

Please remind test administrators that writing prompts in the Maine Educational Assessment are copyrighted material and may not be duplicated in any way.

Collecting Materials

When test materials are returned to you, verify that

- there is a completed teacher questionnaire for each teacher administrating the test;
- there are student composition documents-Composition Booklet 1 and Composition Booklet 2- for every student in your school tested, whether the student was fully tested, partially tested, or excluded from the test altogether;
- all of the testing materials, including rough drafts of the writing sample and writing prompts, have been returned by each administrator (including those who administered tests to students with handicapping conditions);
- the materials have been stacked as directed in the instructions to test administrators; and
- if test administrators were assigned to complete the "Student Program Participation Information" questions on the student composition booklets, verify that they have been answered accurately. If other school staff are completing those questions, deliver the composition booklets to them.

Class Identification Sheet

The student level class report, which is returned to schools with other reports on the MEA tests, indicates each student's performance on the writing test. It also shows the students' test scores compared with statewide scores.

You have a choice of obtaining information on each student for the entire grade in your school or for separate classrooms. If you do not request classroom results, students will be listed alphabetically in one large list. If you request classroom results, they will be listed alphabetically within each separate class.

If you have requested individual classroom results for your Item Level Class Report and permanent record labels, and you want them identified with a teacher name rather than a number, please complete one Class Identification Sheet for each classroom. Indicate the teacher or class name that is to appear on the reports. Finally, mark the total number of students in each classroom. Place one of these sheets on top of each applicable stack of student composition booklets before returning the materials to Advanced Systems. (Subgroups other than classrooms may be used, but you must sort by the subgroups you choose and place the appropriate Class Identification Sheet on top of each subgroup.) If you want item results for the entire grade rather than for separate classrooms, you need not use the Class Identification Sheets or provide teacher names/codes. It is not necessary to use class identification sheets with Composition Booklet 2.

Verification Form

Gather the information you need to complete the "Student Program Participation Information" section on page 1 of each student's Composition Booklet 1. Complete and sign (or collect) the *Principal's Certification of Proper Test Administration*. Make a copy for your school files before returning the form. Attach to the certification form you are returning a copy of your class enrollment list that identifies each student enrolled in your fourth-grade, eighth-grade, and eleventh-grade class.

Questionnaire

Collect the teacher questionnaires. There must be at least one questionnaire for each school.

Returning Materials

Writing Samples

All writing samples produced during Session 1B should be returned to the test coordinator immediately after the writing test is completed. At the end of the first day of testing in your school, collect all completed composition booklets 1 from test administrators. Sort the composition booklets by classroom. If you have requested classroom results, place a completed Class Identification Sheet on each classroom stack of composition booklets and insert them into the white envelope marked Composition Booklet 1. Store them in a secure place.

At the end of the second day of testing in your school, collect all completed composition booklets 2 from test administrators and insert them into the white envelope marked Composition Booklet 2. When all make-up testing is completed place both white envelopes of composition booklets into your original carton. Each carton has been marked with a bar code identifying your school. The label will aid in tracing materials that have been returned to Advanced Systems. **Please do not remove, cover, or deface the label**. If it is missing, write in a return address for your school. If you are packing materials for more than one school, please be sure that materials for each school are inserted in the correct carton.

Packing Materials

Place all materials in a stack in the order listed below.

Top of Stack

- completed *Principal's Certification of Proper Test Administration* with your fourth-grade, eighth-grade, and eleventh-grade enrollment list attached
- completed teacher questionnaire
- completed student booklets (Composition Booklets 1 sorted by class and separated by Class Identification Sheets if such sheets were used—see the previous section for more information, and inserted into appropriate white envelope)
- all completed student Composition Booklets 2 inserted into the appropriately marked envelope
- all other test materials (unused Class Identification Sheets, unused composition documents, rough drafts of writing)
- used writing Prompt B test sheets

Do not use any tape, rubber bands, staples, or clips with these materials.

Bottom of Stack

Insert all of these materials into the appropriate envelope. Put both envelopes into the original carton.

Please do not use styrofoam as packing fill material; if needed, crumpled paper may be used for that purpose.

Labeling Cartons

Reseal the carton and affix the Federal Express Airbill. **Ship the carton by Federal Express on or before Monday, November 9, 1998,** by following the instructions below.

Complete one airbill for all boxes being returned. You will only need to fill in Sections 1 and 7—all other information has been completed. Detach the "Sender's Copy" to be filed in a secure place for your records. Place the airbill in the pouch so that the Fedex driver can remove it easily. When materials are ready to be picked up for return to Advanced Systems, call the Federal Express Center at 1-800-GoFedex (800-463-3339).

Remember to keep the "Sender's Copy" in a secure location. If materials are misplaced during shipping, the tracking number will be needed to locate them.

If you have any questions about handling materials or administering the test, please contact Advanced Systems at 800-431-8901.

SPECIFIC ASSESSMENT MODIFICATION CODES

A. Scheduling Modifications

Tests were administered

A.1 at a time of day or a day of the week most beneficial to the student.

A.2 in short periods followed by rest breaks.

A.3 until, in the administrator's judgment, the student could no longer sustain the activity.

B. Settings

Tests were administered

B.1 individually.

B.2 in a small group.

B.3 in a carrel.

B.4 in an alternative setting.

B.5 at the student's home.

B.6 with the student seated in front of the classroom.

B.7 with the teacher facing the student.

B.8 by other school personnel known to the student (e.g., LEP, Title 1, Compensator Education, Special Education).

C. Equipment Modification

Tests were administered

C.1 with the student using magnifying equipment.

C.2 with the student wearing noise buffers.

C.3 using a template.

C.4 with the student using amplification equipment (e.g., a hearing aid or auditory trainer).

C.5 with the student using a typewriter or word processor.

C.6 with the student using a calculator for no-calculator sessions (only if the use of a calculator is part of the student's IEP).

C.7 using other assistive technology.

C.8 using a bilingual dictionary.

D Recording Modifications

D.1 The student's answers were dictated to test administrator and recorded in the student test booklet by the test administrator (except writing).

D.2 The student wrote answers by machine or on large-spaced paper.

NOTE: Oral dictation of a writing sample is NOT an approved modification.

E. Modality Modifications

E.1 Tests were administered in large print.

E.2 Tests were administered in braille.

E.3 Tests were read to the student by the test administrator (with the exception of the reading session).

E.4 An interpreter (for the hearing impaired) gave test directions.

E.5 An administrator gave test directions with verification that the student understood them.

E.6 Tests were translated into native language for an LEP student, if the student is participating in a native language instruction program. (Translation is to be done by local personnel.)

E.7 Tests were read in "Sheltered English" content for LEP students in a manner that does not compromise test integrity.

F. Partial Exclusions (must be reported in the Modifications and Exclusions section on the front page of the student's Composition Booklet 1.)

The student was excluded from

F.1 the reading session. NA

F.2 the mathematics session. NA

F.3 the writing session.

F.4 the science, social studies, arts and humanities, and/or health sessions. NA

G. Other Modifications

G.1 Other (must be approved by the Department of Education **in advance)**

For further information contact Dr. Horace (Brud) Maxcy, Coordinator, Maine Educational Assessment, Department of Education, State House Station 23, Augusta, ME 04333, (207)287-5996, or send e-mail to brud.maxcy@state.me.us

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